Unanswered AERFP Questions as of March 5, 2007

Q31.) Pg 47 - Section A - Can "projects" be defined or examples given? For instance, if an agency has been offering basic adult education activities which include, ABE, GED Prep, ESL, job skills development etc - are each one of these a project?

A31.) If the services were an integral part of a project, list them as one. If not, otherwise. (i.e., more than one.)

Q32.) Pg 56 Section B
Participants/Learners - Again please verify that for the question "How many persons will you reach and engage" that this refers only to those who we expect to have more than 12 hours of participation?

A32.) Answer previously given and posted.

Q33.) Pg 56 Section B - Is there a definition or guidelines for "economic status"? What if an agency does not use and does not collect economic criteria for participation in program activities?

A33.) Low income status is an optional data element at this time. The definition is: *The learner receives or is a member of a family who receives a total family income in the 6 months prior to enrollment of 70 percent of the income level standard for a family of that size, or the learner is receiving or is a member of a family who is receiving cash assistance payments from Federal or State agencies or food stamps, or the learner can be designated as homeless under the McKinney Act.*

Q34.) P81 - Budget Detail Sheet - Are job titles sufficient or do we have to list every employee by name? Is there a definition for "consultant"? Where would I put a substitute teacher that is not an organizational employee? How do I list a contractor that may service office or computer equipment? Or clean and wax floors, etc?

A34.) If you know both, list both. If not, put TBD for name. All consultants and contractors are listed under Detail of Consultant.

Q35.) Could you please explain in a little detail what we will be obligated to undertake should we check (under OPTIONAL):Our agency is interested in participating in the net impact study RIDE is planning and is willing to determine how participants will be selected in conjunction with RIDE and the Principal Investigators.

A35.) Answer previously given and posted.

Q36.) Regarding professional development for teachers:

a) Can the 50-hour yearly requirement for professional development be pro-rated for part-time teachers? A36a.) OAE believes that it is important for professionals to keep their skills and knowledge updated irrespective of employment status. (i.e., it is fine to budget for up to 50 hours of PD time for PT staff).
b) What qualifies as a professional development activity? If the organization provides professional development to teaching staff in house, can this be counted toward the PD requirement? A36b.) While many activities may qualify, OAE's intent at this time is Professional Development Center (PDC) related activities.

c) Do teacher hours spent in professional development activities count as program expense, or admin expense? A36c.) Program. Please follow guidance on page 89.

d) Can teacher participation in weekly staff meetings, for example, be considered a program expense? A36d.) Yes. Please follow primarily guidance on p. 89.

Q37.) Using 1.2 as an example (pages 22-23), are we to choose one of the two targets to respond to, or are we required to respond to both?
A37.) Choose the target(s) that apply to your program.

Q38.) Please clarify the RFP reference to the $60,000 to $1,000,000 range for grants, and confirm whether there is an upper limit to the allowable grant request amount from each agency.
A38.) These are estimates. We are not bound by these estimates.

Q39.) If an agency partners with, and is a subcontractor to, another grantee would those subcontract funds be considered part of any maximum funding level per agency should one exist?
A39.) The applications will be evaluated on its entirety including total cost.

Q40.) Re: The application financial information - will the forms currently online be provided in excel format ?
A40.) No.

Q41.) We understand that current adult education providers must report the zip codes in which they provide services. Is that information available? If so, where?
A41.) This information will be posted during the next few days.

Q42.) It seems that while RIDE is not mandating PD hours, the Call for Investment Proposals suggests 50 hours/year for professional development for full time employees. It also mentions training in NRS processes/procedures. Are there parameters that might take into account:

a) Part time workers - and /or a possibility of 'sharing' costs for part-timers working in more than one adult education program?

A42a.) Answer previously given and posted.

b) Not requiring all staff to become familiar with NRS information, as long as the person or persons responsible for data collection and assessment processes are trained in and familiar with NRS and CALIS processes?

A42b.) All staff in OAE- funded programs must be(come) familiar with NRS and state accountability requirements, as they are involved in program or administrative tasks that affect NRS and state outcomes.

Q43.) Would an adult education initiative that supports the Interagency Demonstration Project on Aquidneck Island be eligible?
A43.) Yes, if all eligibility requirements are met.

Q44.) Is selected, accelerated coursework for foreign-born professionals addressing skills typically addressed in transition to college/bridge or developmental courses an eligible activity and expenditure?
A44.) Yes, for this population/investment priority.

Q45.) I have attended the pre-proposal meeting and intend to put in a letter of intent but through the Area Health Education Center that will be the fiscal agent and did not attend the meeting. We are both affiliated with Brown but separate entities from Brown. I will be the principle investigator but that will not show up on the letter of intent. Will this be a problem?

A45.) No.

Q46.) If an applicant's target population fits into multiple investor priority areas, does the applicant need to designate distinct clients for each priority area or can there be overlap across priority areas? (i.e. an agency's target audience may include individuals who are unemployed, recipients of FIP benefits, transitioning out of prison, and in need of a high school credential in their transition.)
A46.) It is possible that adults end up being served in more than one initiative in a given year. So, yes, there can be overlaps.

Q47.) Will the Spanish GED be an allowable class under the new proposal?
A47.) Preparation for high school credentials is an allowable activity. At this time, RI offers the GED in English and in Spanish. Applicants should be aware, however, that without well-developed English skills labor market prospects for those holding a Spanish GED will be bleak.

Q48.) Is it possible to receive partial funding of a proposal? For example, if an agency applies for more than one investment area, could we be funded for one but not another?
A48.) Answer previously given and posted.

Q49.) Can we apply for funds for childcare as part of our student support services?
A49.) Yes.

Q50.) Under the ES/Civics area, is it possible to obtain funding for part of Target 1 but not all of it? For example, could we propose that we would help at least 60% of participants be more actively involved with schools, community or neighborhood without committing to having 10% become citizens and 10% register to vote? Often our students haven't been in the U.S. long enough to apply for Citizenship yet.
A50.) Yes.

Q51.) What specifically does the footnote on page 22 mean regarding the funding?
A51.) The note means that depending on FIP eligibility status, TANF and/or other funding may be assigned to serve the different subpopulations described.

Q52.) We plan to include in our proposal a "Program Director" who would do student assessments (Best Plus and others, as needed),record-keeping, CALIS uploading, teacher training to assure Best Practices (as defined by the readings on page 105 of the Call for Investment Proposal), and reporting. Would this position be considered "Administrative costs" or "Program costs"?
A52.) Allocate functions/resources as applicable using Attachment B as a guide.

Q53.) Could we be funded under the current RFP for a teacher of computer skills and / or for a qualified trainer of Nursing Assistants ?
A53.) Yes, under priorities 1.2 and 1.3.

Q54.) If two or more agencies wanted to submit one joint proposal, but have already sent in separate Letters of Intent, do they need to re-file a joint Letter of Intent?
A54.) No.

Q55.) Is it possible for two or more agencies, submitting one joint proposal, to request that funds be disbursed separately (if awarded the grant)? In other words, can the separate agencies manage their own funding without getting into a subcontracting situation?
A55.) This is theoretically possible as long as it is clear what activities are implemented by whom and the relationship with the respective budgets is crystal clear. It is not fully clear to OAE, however, what the advantages may be of this approach.

Q56.) Key Person descriptions: Is a description of each current employee and each to To Be Hired employee required or one overall specific description of each component's employee i.e. coordinator, instructor, etc.?
A56.) Answer previously given and posted.

Q57.) On page 22, Table 4, Priority 1.2 of the RFP, the Investor Priority Area states: "Pathways to Jobs for Current and Former Welfare Recipients". However, language in the Statewide Annual Targets, Agency Targets area, and in Attachment D: Requirements of Selected Funding Streams: page 98 Temporary Assistance to Needy Families, reference is made to 'Current FIP clients or FIP eligible. Which population are to served: Former or FIP Eligible ?
A57.) The intent of this priority is to support individuals in transition, many of whom but not necessarily all of whom will be FIP clients or FIP eligible.

Q58.) Has a decision been made regarding the status of potential unspent funds at the end of FY 1 and what is the decision?
A58.) The question is unclear and appears unrelated to the Call for Investment Proposals.

Q59.) Could you provide further explanation regarding the information requested in the chart 'Adult Education Performance Summary' and "Training and Work Experience Performance Summary'?
A59.) Summarize enrollment and outcome targets in these charts.

Q60.) On the budget pages is the Indirect Cost line where we would enter the amount we are requesting for our facilities/administrative costs or is this line only for agencies with approved indirect rates?
A60.) Your indirect costs based on an approved indirect cost rate.

Q61.) Does the 10% match/in-kind have to be proportionally distributed among all the line items of the total budget or can it be allocated in just a few specific areas?
A61.) As long as it is a share of at least 10% of the total cost, it can be distributed in different ways.

Q62.) On the budget pages, what specifically is Data Processing referring to? Is it a data processing staff person or is it other supply or MIS tech costs associated with supporting student data processing?
A62.) The non-personnel costs of processing data (e.g. outsourced data processing).

Q63.) In the RFP, footnote 23 refers to "include resumes." To what does this refer? In addition to the short responses, are you requiring resubmission of resumes of all key people, or just the person who will hire key staff if they are not known at the time of submission?
A63.) Resumes of key staff if known. Otherwise, resume of he/she who will hire key staff.

Q64.) In Section 1.3, the RFP notes there will be up to three demonstration grants funded. Can these demonstration grants be flexible in their construct as long as they meet the desired sector-based and career ladder goals, or must they include the desired outcomes listed in Section 1.3, or is it possible to have a combination?
A64.) Yes, they can be flexible.

Q65.) In Section 1.2, one desired outcome listed for underemployed adults is wage or position advancement. In some employment sites, labor-management agreements that were previously bargained dictate wage increases and advancement (very often based on seniority), and not whether an employee has participated in training or career advancement services. Because of this, the suggested outcomes may or may not correlate to an individual's performance in the program and their desire for career advancement. It is acceptable to provide alternative outcome measures that fit within the constraints of these worksites?

A65.) This is acceptable but please also note if wage increases or advancements will occur. (Some of which may be the result of contracts.)

Q66.) On page 22 of the RFP it states, “The activities under priorities 1.1, 2.1, 2.2, and 3.1 are all allowable under the Adult Education and Family Literacy Act. As for priorities 1.2, 1.3, and 1.4, only adult education activities as defined in the Adult Education and Family Literacy Act will be supported. The remained of these activities will be supported with other state and federal resources where these additional activities are allowable.”

Does this mean that for 1.2, 1.3, and 1.4, there will be money available, through this RFP, to pay for job training, mentoring, and post-placement activities?
A66.) Yes, for some demonstration projects.

Q67.) On page 43 of the RFP, in describing performance projections for “entered employment” and “retained employment”, it notes that the NRS measures it in the quarter after exit, but that the state uses that measure and records either activity completed during participation. Does that mean if a student finds employment while in class, it will count toward the target outcomes required in the RFP?
A67.) Yes, for state purposes. No, for NRS.

Q68.) Under priority 1.2 and 1.3, does the training offered have to be of a specified duration? In the case of sector-based career ladder training, where an individual might need a range of activities of shorter duration to achieve their goal, would it be acceptable to package a number of services/hours together to meet the desired outcomes?
A68.) Yes.

Q69.) Under priority 1.2, can a program operate an integrated program that serves both welfare and non-welfare students by combining funds from OAE and foundation sources? The OAE funds would support the welfare clients and the foundation funds would support the non-welfare clients. If this can be done, would all the clients (welfare and non-welfare) have to follow the guidelines for the welfare clients?
A69.) In this scenario, the foundation sources would be matching resources. Matching resources follow the same rules as grant resources, as together they support the total cost of a single program. The non-welfare participants would not have to follow the TANF rules if this were to be the funding stream assigned to the project if selected.

Q70.) Under priority 1.3 we would like to propose some pre-college education (e.g. math & English) which help an <u>underemployed person</u> advance in the high growth sector. In some cases, a <u>single individual</u> will participate in several of these discrete educational offerings. If one person participates in two classes, would we count these as “two” education “slots”?
A70.) OAE regrets the question is insufficiently clear to provide a meaningful answer.

Q71.) We envision the possibility of having ESL teachers under 1.2 and 1.3 participate in training/professional development provided by the Welcome Back program for ESL teachers of foreign-credentialed health professionals (2.2). Should we seek funding for this activity and then contract with the 2.2 provider for teacher training slots?
A71.) OAE regrets the question is insufficiently clear to provide a meaningful answer

Q72.) How should we should report the "Skill Level" of adult learners who may already have a high school diploma, but who are targeted by priority areas 1.3 (i.e., incumbent worker career ladders) and 2.2 (i.e., foreign-credentialed professionals)? The only options identified in the application package are Grade Level 0-8, Grade Level 9-12, or LEP.
A72.) This information will be posted during the next few days

Q73.) On page 28 of the RFP, a reference is made to funding support services, including child care. Does this mean that the salary for a children's teacher/child care provider could be an allowable expense if the provision of this child care allows parents to attend ESL classes?
A73.) Yes. The salary might have to prorated appropriately.

Q74.) On page, 61 of the CFIP, bullet 2 says "Essential elements of your design addressing the elements included in AEFLA Section 231 (e)." Could you explain what that section says?
A74.) The elements are stated on pages 19- 20.

Q76.) The program for which I seek funding consists of one large multilevel group of Deaf adults. While there have been different efforts and accomplishments (e.g. one learner gained US citizenship, another was able to upgrade employment), I'm not sure that these constitute 'projects.'
A76.) This initiative appears to address priority 2.2

Q77.) We have ample information about the program's previous accomplishments and abilities, but it's not clear that these can be described as 'projects.' Please advise. For this same program, it is difficult to break out learners in terms of NRS levels, although we are trying to do so. We are trying to estimate numbers per the NRS descriptors and per the summary by skill level (p. 55), but these will be approximations, at best. Is there a possibility of submitting an alternate table, based on previous outcomes and those we anticipate meeting through future funding?
A77.) An alternate table may not be feasible. List your program(s) as (a) project(s).